

2024 - 2025



TE KURA O NEWBURY STRATEGIC PLAN



VISION

Foundations for Life : Tuāpapa Mo Te Ora

MISSION STATEMENT

Ākonga with DRIVE

Akonga who are:

Determined

Respectful

Inspired

Visionary

Empowered



OUR VALUES

Learners at Newbury School aspire to the values as described in Te Mātaiaho - New Zealand Curriculum, which are represented through our own school values. We believe our school values represent what is important for our school and community members. Our values are demonstrated through the ways in which our tamariki, whānau and kaiako think and act. Each is represented with its own whakatauki, gifted to us by Bud Christensen alongside Ngāti Kauwhata. This brings mana to our values and kura.

Developing Ākonga who are:

| D | R | I | V | E |
|--|---|---|---|---|
| etermined | espectful | nspired | isionary | mpowered |
| <p>Kia Kaha, kia māia, kia manawanui Be strong, be bold, be determined</p> | <p>Aroha atu, aroha mai Have care, respect and kindness towards others, ourselves and our environment</p> | <p>Inā te mahi, he Rangatira Behold the inspiring and influential work of a leader - to know the way, show the way and go the way</p> | <p>He toi rangi, he toi nuku Visionary thinking skyward, creative actions on the ground</p> | <p>Ko ia e kai ana i te mātauranga, nōna te ao The person who pursues knowledge creates opportunity</p> |

These values are supported by the concepts of:

| | |
|---|---|
| MANAAKITANGA - caring and looking out for each other. WHANAUNGATANGA - treating everyone as your family. | HAUTŪTANGA - leading through values with empathy for groups and individuals. KOTAHITANGA - being as one and treating everyone as the same. |
|---|---|



OUR SCHOOL

Newbury School is a well-established country school which has delivered primary education to Year 0 – 8 students for over 145 years. The school is situated 4 minutes from Palmerston North on Rangitikei Line. The locality of the school ensures a diversity of students and families from the surrounding farms, lifestyle blocks and cities.

The school operates 8 classrooms with learning supported by evidence based teaching philosophies, up-to-date resources and flexible environments with modern furniture, a heated swimming pool, extensive playing fields, courts, two adventure playgrounds, an enviro school garden, a six oven kitchen, and a woodwork space with a laser cutter.

Foundations for life: Our vision that guides us in all we do – from the provision of exciting, evidence based programmes to recognising the individual needs of each child. Our tamariki will leave Newbury School with DRIVE, and be prepared for the next phase of their journey.

Year 0-3



Year 4-6



Year 7-8



180+ TAMARIKI

8 AKOMANGA

20 KAIMAHI

TE KĀHUI AKO Ō KAWAKAWA

Newbury School is a member of the Kawakawa Kāhui Ako. Our Kāhui Ako aims to empower and coalesce the collective strengths of our community to further enhance the achievement and engagement for all our ākonga. The Kāhui Ako has built strong relationships and connections between all our kura and the community. These relationships recognise the strengths in others, and build the capacity of all our individuals, organisations and members of the wider community. Whakatōpūtanga is the glue that fuses our relationships and strengths in collective actions that achieve success for all our people. Efficacy emphasises the understanding that our Kāhui Ako achieves the desired outcomes for our students. Exploration of the concepts of Self-Efficacy, Teacher Efficacy and Collective Efficacy will bring about positive and effective change.



LOCALISED CURRICULUM

| | |
|--|--|
| | Ko Ruahine te pae maunga <i>Whāia te ili kahurangi ki te tūohu koe me he maunga teitei</i> Seek the treasure you value most dearly; if you bow your head, let it be to a lofty mountain |
| | Ko Oroua te awa <i>He toka iū moana, arā he toa rangonui</i> Your strength is like a rock standing in raging waters |
| | Ko Kauwhata te marae Ko Ngāti Kauwhata te iwi <i>Ehara taku toa i te toa takitahi, engari he toa takitini</i> My strength is not a strength of my own, but a strength of many together |
| | Ko Tainui te waka <i>Kia tupu, kia hua, kia puāwai</i> To grow, prosper and sustain |
| | Ko Newbury te kura <i>He aha te mea nui o te Ao?</i> He whakawhānau, he whakawhānau, he whakawhānau What is the most important thing in the world? It's relationships, it's relationships, it's relationships |

Our Localised Curriculum has been developed to reflect the pepeha of our local iwi, Ngāti Kauwhata. This has been created into a mural at the entrance of our kura.

We want our tamariki to positively reflect tūrangawaewae - where we stand - and understand Ko Wai Au - Who am I?

Ngāti Kauwhata has been an active member in our kura and alongside our Kāhui Ako and have provided invaluable PLD for staff across the rohe. They have passed on pūrakau/stories from their history, linking back to the Tainui Waka.

Our Local Curriculum reflects how we bring the NZ Curriculum to life at Newbury School, by living through our DRIVE Values and the teaching of subjects. Our Localised Curriculum will reflect what authentic contexts we place our learning into (see below).

Philosophy

Key elements of our philosophy embrace:

| Manaakitanga | Ako | Wānanga | Whanaungatanga | Tangata Whenuatanga |
|---|--|---|--|--|
| To show respect, generosity and care for others | To learn, study, instruct, teach, and advise | To meet and discuss, deliberate, and consider | To develop strong relationships with high expectations | To value the identity, language and culture of all learners and their whānau |

2024
Whakapapa
Genealogy
Ko Ruahine te pae maunga
Our Mountains
Ko Wai Au
Who am I?
Ko Kauwhata te marae
A place to stand

2025
Ko Oroua te awa
Our water
Whakaputanga
Production
Hauora
Wellbeing
Ko Newbury te Kura
Newbury School



NATIONAL EDUCATION LEARNING PRIORITIES

The Statement of National Education and Learning Priorities (the NELP) is a set of priorities designed to guide those who govern schools and kura (state, state integrated, and private), to focus their day-to-day work on things that will have a significant positive impact for children and young people. The priorities can be used alongside their own local priorities, and in conjunction with delivering a rich local curriculum, to help every learner/ākonga to progress and achieve their aspirations.

| OBJECTIVE 1 | | OBJECTIVE 2 | | OBJECTIVE 3 | | OBJECTIVE 4 | |
|---|---|---|--|---|--|--|--|
| LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education | | BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner | | QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānau | | FUTURE OF LEARNING AND WORK Learning that is relevant to the lives of New Zealanders today and throughout their lives | |
| 1 Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying | 2 Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures | 3 Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs | 4 Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy | 5 Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning | 6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce | 7 Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work | |

National Education and Learning Priorities (NELP) are issued under the Education and Training Act 2020. The NELP must be consistent with the objectives for education. These are: helping children and young people to attain their educational potential; preparing young people for participation in civic and community life and for work, and promoting resilience, determination, confidence, creative and critical thinking, good social skills and the ability to form good relationships; and helping children and young people to appreciate diversity, inclusion and Te Tiriti o Waitangi.

- ensuring that they are safe and inclusive and free from racism, discrimination, and bullying
- strengthening the quality of teaching our learners receive to give our learners the skills they need to succeed in education, work and life
- collaborating more with whānau, employers, industry and communities
- taking account of learners' needs, identities, languages and cultures in their practice, and
- incorporating te reo Māori and tikanga Māori into everyday activities.

At **Newbury School** our **Strategic Plan** is designed around the NELPS with four strategic goals set by the Newbury School Board. Each goal is aligned with a NELP objective as well a core 'focus'. These are Haoura, Acceleration, Literacy, and Mathematics. Each area uses specific collated data and/or information to support the impact our plan is having on ALL tamariki.

We recognise the relationship between achievement and wellbeing, and support students in the wellbeing areas of taha tinana (physical), taha hinengaro (mental/emotional), taha whānau (social/family), and taha wairua (spiritual) as important outcomes of schooling alongside academic success.



CONSULTATION

Consultation is a key part of our strategic plan as it helps to empower all stakeholders of our Newbury School community. Our Board continually consults on a range of information to make the best possible decisions relating to the direction and operation of our kura.

We regularly have consultation with our Māori whānau, using the Tātaiako framework which are the cultural competencies for teachers of Māori learners. It is about teachers' relationships and engagement with māori learners and with their whānau and iwi. Whānau were invited to participate in a survey regarding the framework. As part of our Matariki celebration, we invited whānau to join us in a hui to unpack the key themes from the consultation. We shared back and set actions using 'See, Hear, Feel' framework: [■ OUR KURA IN AOTEAROA \(CONSULTATION\)](#) . You will see these actions directly connected to our Strategic Actions throughout this document, as well as the actions in our Annual Targets. We offer opportunities to meet with our whānau kanohi ki te kanohi in Term 1 and 3 to reflect on our goals and to further embed Te Āo Māori at Newbury School.

We have a strong working relationship with our local iwi, Ngāti Kauwhata. Alongside the Kāhui Ako, we also have a reciprocal relationship through Toikuranui where we work together to improve Te Ao Māori at Newbury School. Our focus is to improve our tikanga across the school, including pōwhiri, classroom teaching, learning experiences, and EOTC that align with Ngāti Kauwhata and their whakapapa. This relationship and consultation has enabled us to develop our Localised Curriculum which can be seen in every classroom. A mural represents this mahi as your walk through the entrance to our kura. We feel privileged to have the korero from our local iwi, Ngāti Kauwhata that supports each part of our mural. We have also developed a cultural leadership opportunity within our kura that supports further connection with our iwi. They will be working alongside Ngāti Kauwhata to allow our kura to give back to our local iwi and rohe, while also opening opportunities for our tamariki, such as marae noho.

Tamariki are an integral part of our strategic plan so it is vital we seek their voice when setting the direction of the school. We utilise the NZCER Wellbeing Survey to promote a happy and safe school. We track students' feedback over multiple years and set goals and actions based on the feedback from cohorts. We use a variety of strategies to dive deeper into this information with the tamariki so they see a direct relationship between their feedback and what's happening from them in our school environment.

Getting the voice of all whānau has been a key part of our Strategic Plan moving forward. In Term 2 & 3 we conducted a survey to collect feedback on a range of concepts relating to Newbury School from operation, learning priorities, and our strategic goals. There was overwhelming support for our four strategic goals, so the staff and Board made sure the consultation feedback was turned into effective actions throughout our document. We also shared back a consultation summary to our community: [PDF CONSULTATION \(WHANAU\) 2023.pdf](#) which outlined the key areas of the consultation. Throughout the year, we also share our strategic goals individually to the community through our newsletters and comment on how we are developing and/or succeeding within this space. We hold Learning Conferences in Term 1 and 3, and also hold events, such as Whānau Evening, Matariki, Cultural Celebrations, Keeping Ourselves Safe, and Life Education where whānau are able to provide feedback. We have Individual Education Plans and hui for students with diverse needs that require additional support. This is directly related to our Strategic Whāinga Rua (Goal 2).



TE TIRITI O WAITANGI

Under the Education and Training Act 2020, a primary objective of the board of Newbury School is giving effect to te Tiriti o Waitangi. We do this by:

- working to ensure our plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori
- taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori
- achieving equitable outcomes for Māori students
- providing opportunities for learners to appreciate the importance of te Tiriti o Waitangi and te reo Māori.

Māori have a holistic view of education, which goes beyond academic achievement and includes the development of the whole person, including their cultural identity, language, and spiritual well-being. Therefore, success in education for Māori is about achieving academic excellence while also being connected to their culture and identity. **TE KURA O NEWBURY** do this by living through the four Te Tiriti articles: *Access how we embed all four articles here:* [TE TIRITI \(NEWBURY SCHOOL\)](#)

Article 1: **Kāwanatanga (Governance) - Building Partnerships**

Governance and collaboration between the school and local iwi (tribes).

- Leadership Development
- Co-Leadership Models
- Student Voice

Māori Learning Preferences:

- Collaborative Learning
- Environmental Connection
- Warm and Caring Relationships
- Empowering Māori Students

Article 2: **Tino Rangatiratanga (Chieftainship and Authority) - Celebrating Identity**

Māori self-determination and cultural identity. We acknowledge the importance of Whenua (Land), Kainga (Homes), Taonga (Treasures)

- Māori Language Learning
- Māori Cultural Activities
- Whānau Engagement
- Māori Staff Role Models
- Professional Development
- Community Partnerships
- Te Whare Tapa Wha

Article 3: **Ngā Tikanga Katoa Rite Tahi (All the Rights)**

Ongoing rights and partnerships established by Te Tiriti o Waitangi.

Culturally Responsive Curriculum:

- Te Reo Māori Integration
- Treaty Inclusion

Enriching Learning Experiences:

- Historical Inquiry
- Social and Community Projects
- Resource Development

Celebrating Te Ao Māori (Māori World View):

- Cultural Celebrations
- Professional Development

Article 4: **Te Wairua (The Spiritual Dimension)**

The importance of spiritual well-being.

- Inclusive Religious Practices

Māori Holistic Education:

Newbury School strives for academic excellence while nurturing students' connection to their culture, language, and spiritual well-being, reflecting the holistic view of education in Māori culture.

- Cultural Identity
- Language Development
- Spiritual Well-being

Māori value education that is culturally responsive, inclusive, and respectful of their cultural identity and values. Learning that is experiential, hands-on, and takes place in groups is often preferred, and teachers who show genuine interest in their students and take the time to build relationships are highly valued.



MĀORI ACHIEVEMENT STATEMENT

At Newbury School we acknowledge New Zealand's cultural diversity and recognise the unique position of Māori as tangata whenua. The school strives to provide opportunities to support its students in Te Reo and Tikanga Māori.

Newbury School has high expectations for all students and their educational progress and achievement. Achievement of Māori learners is reported regularly to the Newbury School Board and we will continue to ensure that Māori can enjoy educational success as Māori.

A range of opportunities are currently provided:

- Ongoing normalisation of instruction using Te Reo in classroom programmes.
- Deliberate actions to engage and consult with our iwi, Ngāti Kauwhata.
- School assemblies and singing enriched with waiata.
- Provision for leadership in Te Reo and Tikanga Māori.
- Pōwhiri to welcome manuhiri to our kura.
- Regular Kapa Haka and Waiata.

Newbury School Board is actively looking at ways to increase knowledge, understanding and use of Te Reo and Tikanga Māori for learners, staff and the school community.

It seeks to:

- Undertake a review of current strengths and weaknesses using tools such as the Ruia Partnership, NZSTA Hautū and Measurable Gains Framework review tools.
- Engagement with Ngāti Kauwhata as part of its ongoing review and curriculum development.
- Acknowledge that our Māori community are key stakeholders in our kura and we value their participation.
- Actively engage and involve whānau through school and community events and deliberately seek out their thoughts and aspirations for their tamariki.
- Utilise internal and external expertise for guidance and teaching in te ao Māori.
- Develop curriculum contexts for learning focusing on Tikanga Māori, e.g., Matariki, Tiaki whenua.
- Further develop our school kapa haka group.
- Engage in professional learning and development opportunities to deepen staff and Board understanding of all things Māori, including Ka Hikitia, Tātaiako and Te Tiriti o Waitangi.
- The Board supports leadership opportunities for mātauranga māori.

PASIFIKA ACHIEVEMENT STATEMENT

At Newbury School we acknowledge New Zealand's cultural diversity and recognise the unique values that Pasifika students and families hold. The school strives to provide authentic learning opportunities that support its Pasifika students to achieve success as Pasifika students.

Newbury School has high expectations for all students and their educational progress and achievement. Achievement of Pasifika students is reported regularly to the Board and we will continue to ensure that Pasifika students can enjoy educational success.

The Newbury School Board is actively looking at ways to put Pasifika learners, their parents, families and communities at the centre of the education system.

It seeks to:

- Consult with the Pasifika community as part of its ongoing review and curriculum development
- Acknowledge that the Pasifika community are key stakeholders in the school
- Actively engage and involve Pasifika families and communities through school and community events
- Further develop curriculum contexts for learning focusing on Pasifika communities
- Engage in professional learning and development opportunities to deepen staff and Board understanding of the Pasifika Education Plan (PEP)





NEWBURY SCHOOL
Foundations For Life : Tuāpapa Mo Te Ora
Ākonga with DRIVE

STRATEGIC GOALS

| WHĀINGA TAHI: TAUTOKO Support | WHĀINGA RUA: TIKANGA Culture | WHĀINGA TORU: AKO Learning Together | WHĀINGA WHĀ: AROTAHĪ Ā MUA The Future |
|---|---|---|--|
| Enhance our kura through our DRIVE Values and powerful connections | Activate a progressive and reflective localised curriculum | Deliver engaging, responsive and targeted learning opportunities | Construct clear and sequenced pathways for learning |

| HAUORA | ACCELERATION | LITERACY | MATHEMATICS |
|--|---|---|---|
| OBJECTIVE 1 LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education | OBJECTIVE 2 BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner | OBJECTIVE 3 QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānau | OBJECTIVE 4 FUTURE OF LEARNING AND WORK Learning that is relevant to the lives of New Zealanders today and throughout their lives |

SUCCESS STATEMENTS:

Ākonga will be included in a strong learning environment that enhances academic achievement and develops students' social and relationship skills that last throughout their lives.

Ākonga know who they are and where they come from which is reflected in their lives at school. We will respond to the identity, location, and aspirations of our ākonga and community.

Ākonga will receive targeted, responsive, and engaging learning opportunities. Kaiako will use effective, evidence based approaches to support teaching and learning in Literacy.

Ākonga have the skills, knowledge and pathways for success. Kaiako will develop a greater understanding of effective, evidence based approaches in Mathematics.





2024 - 2025 STRATEGIC PLAN

Whāinga TAHI

ENHANCE OUR KURA THROUGH OUR DRIVE VALUES
AND POWERFUL CONNECTIONS

1. STRATEGIC INITIATIVE

DRIVE Values are embodied and lived throughout the school community

- 1.1. Represent our DRIVE Values around our school through engaging media
- 1.2. Develop reflective systems across the school to include the growth of our tamariki with our values
- 1.3. Design a progression of growth for our DRIVE Values
- 1.4. Entrance pou designed and made

Mana Enhancing Hauora

- 1.5. We will build a connection with our local Marae
- 1.6. Honoring Te Tiriti o Waitangi through our school kaupapa and tikanga
- 1.7. IDC will provide authentic, hands on, life experiences
- 1.8. Play Based learning will engage junior tamariki in social and investigate skills
- 1.9. Topic Learning will be founded on our school pepeha
- 1.10. EOTC opportunities will be available to all tamariki and provide a range of real world experiences.

ANNUAL FOCUS: Positive **HAUORA** for all

Whāinga RUA

ACTIVATE A PROGRESSIVE AND REFLECTIVE LOCALISED CURRICULUM

2. STRATEGIC INITIATIVE

Deputy and Assistant Principal Release

- 2.1. Release will allow individualised support for kaiako and tamariki
- 2.2. Release will focus on priority learner support
- 2.3. Niho Taniwha for leaders

Place Based Localised Curriculum

- 2.4. Continue to add, adapt, and refine our Localised Curriculum to meet the needs of our tamariki and community.
- 2.5. Regular consultation with whānau will confirm and support our direction
- 2.6. Leadership opportunity to embed, develop, and champion Te Ao Māori and Te Reo Māori for kaiako and tamariki
- 2.7. Have an authentic and sustainable connection with mana whenua
- 2.8. Look into marae visits and noho
- 2.9. Incorporate the Enviroschools kaupapa throughout our localised curriculum

ANNUAL FOCUS: **ACCELERATION** of priority learners
(We define acceleration as more than 12 months progress within the given year)

Tautoko - Support

Ako - Learning Together

FOUNDATIONS FOR LIFE
TUĀPAPA MO TE ORA

Tikanga - Culture

Arotahi ā Mua - Future

ANNUAL FOCUS: **LITERACY** success

3. STRATEGIC INITIATIVE

Structured Literacy Development

- 3.1. Review and embed NZ Curriculum; Literacy
- 3.2. Multi Structured Literacy will strengthen our understanding of teaching and learning
- 3.3. Additional resourcing to support our learners, e.g., Writer's Toolbox, Decodable Texts, Independent activities
- 3.4. Review school wide progressions for consistency and effectiveness in alignment with the Curriculum
- 3.5. Moderate with other kura within our rohe

Deputy Principal Release

- 3.6. Deputy Principal Release will streamline Literacy development across the school
- 3.7. Observations and PLD will develop our schoolwide approach

DELIVER ENGAGING, RESPONSIVE AND TARGETED
LEARNING OPPORTUNITIES

Whāinga TORU

ANNUAL FOCUS: **MATHEMATICS** development

4. STRATEGIC INITIATIVE

Mathematics Sequence and Resourcing

- 4.1. Review and embed NZ Curriculum; Mathematics
- 4.2. Rob Proffitt-White will provide kaiako development, school consistency, and a clear sequence
- 4.3. Use and understand PAT information to inform effective planning and teaching
- 4.4. Align our Newbury Standards with the Curriculum, creating a sequence across the kura
- 4.5. Additional resourcing to support our learners, e.g., Matheletics, Mathseeds, and Studyladder

Assistant Principal Release

- 4.6. Assistant Principal Release will streamline Mathematics development across the school
- 4.7. Observations and PLD will develop our schoolwide approach

CONSTRUCT CLEAR AND SEQUENCED PATHWAYS FOR
LEARNING

Whāinga WHĀ



KO NGĀ ĀKONGA TE IHO - LEARNERS AT THE CENTRE

Learners with their whānau are at the centre of education

WHĀINGA TAHI: ENHANCE OUR KURA THROUGH OUR DRIVE VALUES AND POWERFUL CONNECTIONS

| NELP LEARNERS AT THE CENTRE | 2025 - 2027 STRATEGIC INITIATIVES | 2025 ACTIONS | PROGRESS |
|---|---|--|---------------|
| Whakaarotau Tahi <i>Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.</i> | DRIVE Values are embodied and lived throughout the school community | 1.1. Represent our DRIVE Values around our school through engaging media 1.2. Develop reflective systems across the school to include the growth of our tamariki with our values 1.3. Design a progression of growth for our DRIVE Values 1.4. Entrance pou designed and made | Not Started ▾ |
| Whakaarotau Rua <i>Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.</i> | Mana Enhancing Hauora | 1.5. We will build a connection with our local Marae 1.6. Honoring Te Tiriti o Waitangi through our school kaupapa and tikanga 1.7. IDC will provide authentic, hands on, life experiences 1.8. Play Based learning will engage junior tamariki in social and investigate skills 1.9. Topic Learning will be founded on our school pepeha 1.10. EOTC opportunities will be available to all tamariki and provide a range of real world experiences. | Not Started ▾ |
| Attendance | We Monitor attendance to: - Ensure their safety both in getting to school, and in accounting for them in an emergency - Identify students with achievement, engagement, or other issues - Meet our legal responsibilities. | | |
| Te Kāhui Ako o Kawakawa | Challenge 1: Whakawhanaungatanga Challenge 2: Akongai/Learning | 1.1. An authentic and sustainable partnership with mana whenua 1.5. Visible and reciprocal communication systems 2.1. Kaiako knowledgeable of Te Ao Māori 2.2. Tumuaki and kaiako proficient with the essential pedagogies from Te Mātaiaho | |

Positive HAUORA for all

SUCCESS: Ākonga will be included in a strong learning environment that enhances academic achievement and develops students' social and relationship skills that last throughout their lives.





KĀORE HE TAUĀRAI I ROTO I TE MĀTAURANGA - BARRIER FREE ACCESS

Great education opportunities and outcomes are within reach for every learner

WHĀINGA RUA: ACTIVATE A PROGRESSIVE AND REFLECTIVE LOCALISED CURRICULUM

| NELP BARRIER FREE ACCESS | 2025 - 2027 STRATEGIC INITIATIVES | 2025 ACTIONS | PROGRESS |
|--|---|---|--------------------|
| Whakaarotau Toru <i>Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs.</i> | Deputy & Assistant Principal Release | 2.1. Release will allow individualised support for kaiako and tamariki 2.2. Release will focus on priority learner support 2.3. Niho Taniwha for leaders | Not Started |
| Whakaarotau Wha <i>Ensure every learner/ ākonga gains sound foundation skills, including language*, literacy and numeracy.</i> | Place Based Localised Curriculum | 2.4. Continue to add, adapt, and refine our Localised Curriculum to meet the needs of our tamariki and community. 2.5. Regular consultation with whānau will confirm and support our direction 2.6. Leadership opportunity to embed, develop, and champion Te Ao Māori and Te Reo Māori for kaiako and tamariki 2.7. Have an authentic and sustainable connection with mana whenua 2.8. Look into marae visits and noho 2.9. Incorporate the EnviroSchools kaupapa throughout our localised curriculum | Not Started |
| Te Kāhui Ako o Kawakawa | Challenge 1: Whakawhanaungatanga Challenge 2: Akongai/Learning | 1.2. Alignment with aspirations of Ngāti Kauwhata 1.4. Effective communicators, who are able to sustain collaborative and inclusive partnerships 1.6. Kaitiaki who know and understand our ākonga 2.3. Collaboratively created indigenously-guided approaches and learning plans | |

ACCELERATION of priority learners

SUCCESS: Ākonga know who they are and where they come from which is reflected in their lives at school. We will respond to the identity, location, and aspirations of our ākonga and community.





NGĀ WHAKAAKORANGA ME TE HAUTŪTANGA KOUNGA - QUALITY TEACHING AND LEADERSHIP

Quality teaching and leadership makes the difference for learners and their whānau

WHĀINGA TORU: DELIVER ENGAGING, RESPONSIVE AND TARGETED LEARNING OPPORTUNITIES

| NELP QUALITY TEACHING AND LEADERSHIP | 2025 - 2027 STRATEGIC INITIATIVES | 2025 ACTIONS | PROGRESS |
|--|--|---|---------------|
| Whakaarotau Rima <i>Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning.</i> | Structured Literacy Development | 3.1. Review and embed NZ Curriculum; Literacy 3.2. Multi Structured Literacy will strengthen our understanding of teaching and learning 3.3. Additional resourcing to support our learners, e.g., Writer's Toolbox, Decodable Texts, Independent activities 3.4. Review school wide progressions for consistency and effectiveness in alignment with the Curriculum 3.5. Moderate with other kura within our rohe | Not Started ▾ |
| Whakaarotau Ono <i>Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.</i> | Deputy Principal Release | 3.6. Deputy Principal Release will streamline Literacy development across the school 3.7. Observations and PLD will develop our schoolwide approach | Not Started ▾ |
| Te Kāhui Ako o Kawakawa | Challenge 1: Whakawhanaungatanga Challenge 2: Akonga/Learning | 1.3. Change makers who can develop and lead strategies to improve practice and the capabilities of others 2.4. Curious, confident and connected ākonga who attend regularly and experience mana-enhancing learning opportunities that support them to feel empowered and achieve success | |

LITERACY success

SUCCESS: Ākonga will receive targeted, responsive, and engaging learning opportunities. Kaiako will use effective, evidence based approaches to support teaching and learning in Literacy.





TE ANAMATA O TE AKO ME TE MAHI / FUTURE OF LEARNING AND WORK

Learning that is relevant to the lives of New Zealanders today and throughout their lives

WHĀINGA WHĀ: CONSTRUCT CLEAR AND SEQUENCED PATHWAYS FOR LEARNING

| NELP QUALITY TEACHING AND LEADERSHIP | 2025 - 2027 STRATEGIC INITIATIVES | 2025 ACTIONS | PROGRESS |
|--|---|--|--------------------|
| Whakaarotau Rima <i>Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning.</i> | Mathematics Sequence and Resourcing | 4.1. Review and embed NZ Curriculum; Mathematics, included selected resourcing 4.2. Rob Proffitt-White will provide kaiako development, school consistency, and a clear sequence 4.3. Use and understand PAT information to inform effective planning and teaching 4.4. Align our Newbury Standards with the Curriculum, creating a sequence across the kura 4.5. Additional resourcing to support our learners, e.g., Matheletics, Mathseeds, and Studyladder | Not Started |
| Whakaarotau Ono <i>Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.</i> | Assistant Principal Release | 4.6. Assistant Principal Release will streamline Mathematics development across the school 4.7. Observations and PLD will develop our schoolwide approach | Not Started |
| Te Kāhui Ako o Kawakawa | Challenge 1: Whakawhanaungatanga Challenge 2: Akongai/Learning | 2.2. Tumuaki and kaiako proficient with the essential pedagogies from Te Mātaiaho 2.4. Curious, confident and connected ākonga who attend regularly and experience mana-enhancing learning opportunities that support them to feel empowered and achieve success | |

MATHEMATICS development

SUCCESS: Ākonga have the skills, knowledge and pathways for success. Kaiako will develop a greater understanding of effective, evidence based approaches in Mathematics.





SUPPORTING TAMARIKI : ACHIEVEMENT STATEMENT

The Newbury School Board believes every child has the right to learn and to reach their potential. We aim to improve learning outcomes for all learners including students with special education needs.

Effective partnerships between the School Board, school personnel, specialists and particularly parents, caregivers, and whānau will provide a strong platform for meeting the educational needs of all students enrolled at Newbury School.

As a Board and school we see our role is to:

- Acknowledge and promote opportunities for parent, caregiver, family and whānau involvement in the development, review and implementation of all learning programmes and strategies related to their child.
- Promote the elements, and short and long-term benefits, of building and maintaining successful partnerships.
- Encourage open consultation and communication with and between staff, specialists, parents, caregivers, families, whānau, agencies and the community.
- Create an environment where everyone listens to and respects others' point-of-view.
- Ask questions and seek information from other schools and outside expertise to find answers.

The Newbury School Board supports our target learners in a number of ways including:

- Using external expertise such as Resource Teacher of Literacy, Resource Teacher of Learning and Behaviour, Children and Family Mental Health, Alcohol and Drug Service, Social Worker in Schools, Kāhui Ako Learning Support Coordinators and the Ministry of Education Special Education services.
- Employing teacher aides to work alongside identified students in close collaboration with external expertise and classroom teachers.
- Trialling a number of ways to support and engage learners with special needs including technology assistance and specific software/apps for learning.
- Working with parents, caregivers, and whānau and agencies in developing Individual Education Plans for high and very high needs students.
- Identification of students through analysis of formal and informal data, reflected in teacher inquiry, target groups and appraisal goals.
- Regular monitoring, reporting and long term reviews of achievement data and learning, teaching and support programmes.
- Provision of a management unit for SENCO responsibilities.

The Newbury School Board is always seeking improvement to ensure the success of all learners. The Board and staff acknowledge that they can always improve when identifying and supporting the needs of any students with special educational needs. We seek to:

- Improve internal systems for tracking and recording interventions and outcomes for our priority learners (including gifted and talented students).
- Provide professional learning opportunities for staff to target areas of student need.
- Proactively engage external expertise to support and guide learning and teaching programmes.
- Ensure that communication between staff, specialists, parents and caregivers and families, whānau, agencies and the school is open and transparent.
- Provide opportunities to support and further develop gifted and talented students.
- Ensure that learning programmes extend students to reach their learning potential.
- Develop early intervention programmes for students who are at risk of not achieving.



PROCEDURAL INFORMATION

Annual Planning and Reporting Dates

The Annual Report will be lodged with the Ministry of Education each year, after our first Board Meeting. The first Annual Report, based on the School Charter and including Newbury School's Annually Updated Targets for Improvement will be lodged in **March**.

Consultation

Newbury School consults with its community, including its Māori community, as part of the cycle of self review. Consultation includes:

- Parent Surveys
- Learning Conferences
- IEPs
- Achievement Reports
- Board Meetings
- Self review processes including policy review
- Newsletters
- Website and Facebook – information and community communication/consultation

Education Guidelines

The Statement of National Education and Learning Priorities (NELP) are issued under the Education and Training Act 2020. The NELP must be consistent with the objectives for boards. These are: helping children and young people to attain their educational potential; preparing young people for participation in civic and community life and for work, and promoting resilience, determination, confidence, creative and critical thinking, good social skills and the ability to form good relationships; and helping children and young people to appreciate diversity, inclusion and Te Tiriti o Waitangi.

Newbury School - Supporting Documentation:

- Curriculum, Policies and Procedures
- 2024 & 2025 Budget
- 10 Year/5 Year Property Plan
- Performance Management System / Professional Growth Cycle
- Behaviour Management Programme
- Māori Achievement Targets embedded into Annual Planning
- 2019 ERO Report

Equal Employment Opportunities

The Equal Employment Opportunities policy ensures that all employees and applicants for employment are treated according to their skills, qualifications, abilities, and aptitudes, without bias or discrimination. All schools are required by the Public Service Act to be "good employers", that is:

- to maintain, and comply with their school's Equal Employment Opportunities policy, and
- to include in the annual report a summary of the year's compliance.

To achieve this, the board:

- appoints a member to be the EEO officer – this role may be taken by the principal
- shows commitment to equal opportunities in all aspects of employment including recruitment, training, promotion, conditions of service, and career development
- selects the person most suited to the position in terms of skills, experience, qualifications, and aptitude
- recognises the value of diversity in staffing (for example, ethnicity, age, gender, disability, tenure, hours of work, etc.) and the employment requirements of diverse individuals/groups
- ensures that employment and personnel practices are fair and free of any bias.

